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ABSTRACT

The LORS technique is a combination of several techniques such as role projection, simulation, psychodrama, feedback, value clarification, role reversal, dramatization, decision making, process analysis, and others. The significant difference is that, when the techniques are used together, each often undergoes changes to the point that the effect upon participants is increased learning over any one technique used alone. The LORS technique necessitates preparation and causes participants to anticipate action which may or may not occur. As a result, the participants learn how they have produced or perhaps prevented anticipated actions from occurring. Since the LORS technique is a sequence of situations which are dramatized with preparation and discussions between each the students often have extensive involvement with meaningful learning. The situations presented are in skeletal form with only the background information of what occurred to cause the group to come together. The participants are identified with personality characteristics and/or specific information about background but not the detail description of values held and roles to be portrayed. Thus, each participant prepares for the situational dramatization according to his or her perceptions of what a person in that role would be like and how such a person would act within the situation. Reality testing is provided for those anticipated roles and outcomes as the dramatization unfolds. An interesting facet is that in the next situation the same character may be present but is to be portrayed by another participant who must continue from where the "characterization" left off in the last situation. (Author)

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LORS

Learning Oriented Reality Structure

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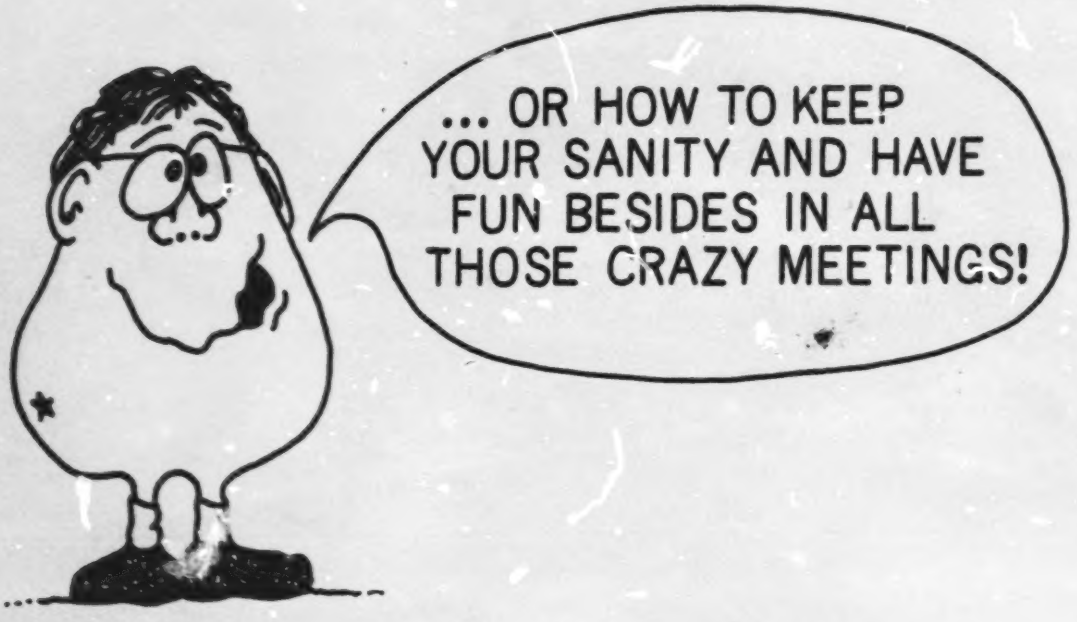

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INTRODUCTION

The LORS technique is a combination of several techniques such as role projection, simulation, psychodrama, feedback, value clarification, role reversal, dramatization, decision making, process analysis, and others. The significant difference is that, when the techniques are used together, each often undergoes changes to the point that the effect upon participants is increased learning over any one technique used alone.

The LORS technique necessitates preparation and causes participants to anticipate action which may or may not occur. As a result, the participants learn how they have produced or perhaps prevented anticipated actions from occurring. Since the LORS technique is a sequence of situations which are dramatized with preparation and discussions between each the students often have extensive involvement with meaningful learning.

The situations presented are in skeletal form with only the background information of what occurred to cause the group to come together. The participants are identified with personality characteristics and/or specific information about background but not the detail description of values held and roles to be portrayed. Thus, each participant prepares for the situational dramatization according to his or her perceptions of what a person in that role would be like and how such a person would act within the situation. Reality testing is provided for those anticipated roles and outcomes as the dramatization unfolds. An interesting facet is that in the next situation the same character may be present but is to be portrayed by another participant who must continue from where the "characterization" left off in the last situation.

BASIC PRINCIPLES FOR LORS TECHNIQUE

1. Learning is best when the three domains - cognitive, affective, and psychomotor - are involved simultaneously and interrelatively.

   "LORS is structured to create the nurtured environment where -

   a. preparation for the dramatization will invigorate thought and other cognitive activities

   b. dramatization will spur visceral and other affective domain involvements together with psychomotor activities

   c. discussion [and follow-through on significant happenings] will enable an exploration and cementing of the totality." (p. 3)*

2. Processes and interactions among people are accentuated. That is, closure is not the emphasis; the "right" or "best" answer is not what is prized. "Instead situations are presented so that participants can taken an active role, become immersed in the situation, gain a feeling for as well as an understanding of the situation, and stop the [dramatization] prior to closure." (p. 10)

3. The impact of the LORS technique can best be realized when participants are involved in a series of situations interlocked with one another and dramatized in sequentially planned sessions. (p. 10)

4. The elements of fantasy, perception, and reality are integrated in a nurtured environment where "try it, then we'll help you understand it" becomes a way of life, a means of reaching into the unknown, a method which enables one to experience "it" before it occurs in real life.

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*Joseph W. Hollis, LORS: EXPERIENTIAL TECHNIQUE FOR PROGRAM AND STAFF DEVELOPMENT. Muncie, IN: Accelerated Development Inc., 1975.

5. LORS technique focuses on interpersonal relationships while gaining new understandings of one's own attitudes, values, and decision-making processes. (p. 20)
6. LORS technique promotes risk taking in a manner that causes openness to what can and does happen, promotes risk taking without the fear of social disgrace, and encourages risk taking to obtain feedback for self concept development.
7. LORS technique enables participants to experience in a condensed period of time the significant happenings in a closer proximity to each other; therefore, the participants do not have time to reorganize from one happening to the next and as a result the interrelativeness of interpersonal dynamics becomes dynamically important.
8. The situations are to be reality structured however they are selected because they represent dramatically a composite of distinct parts or elements that participants probably will confront in real life.
9. The situations are presented so as to tell what is and has occurred and to assist the participants in becoming "prepared" for what is to occur in the dramatization. The situations never present what occurs during the dramatization thus the participants come to the dramatized situation as they do in real life, i.e., they come prepared for what they expect will happen, prepared to "present" their viewpoints, and prepared to "protect" the self as they perceive it.
10. The dramatization encourages participants to act out, thus to experience what the action (psychomotor domain) is like, what the feeling (affective domain) is as a particular interaction occurs with others and of significant importance is to gain the sometimes contrasting feelings from interacting with people portraying different characterizations, and what the knowledge (cognitive domain) is that makes a difference in the situation.

11. LORS technique recognizes the positiveness of various social and psychological techniques which have been perfected, recognizes the techniques as having particular advantages when used to achieve specific outcomes, and recognizes the real life situation as being a system of interrelated components which if studied in totality can best be done with a combination of techniques, each of which can be utilized separately or interdependently to accentuate the growth of participants.

12. A unique component of the LORS technique is the "process involver" (PI). The PI involves participants in their analysis (cognitive domain), in their grabbing hold of their feeling (affective domain), and in having body language that helps the interself be express (psychomotor). (pp. 35-42)

13. The term "observer" as used in LORS technique is more than one who is a spectator. The observer has prepared for a characterization to be portrayed, identifies with one of the dramatization characters, may be and often is called upon by the PI to assist in techniques utilized (i.e., analyzer, feedbacker, alter ego, substitute for person portraying the role for which the observer prepared), and can be a consultant to the PI.

PROCESS INVOLVER

A key person in the dramatization and the growth that occurs as a result of it is the process involver who has unique functions. During the dramatization the process involver is an observer of the process and has the authority to stop and restart the process at anytime for various purposes.

The functions of process involver (PI) are specifically made for LORS technique and are an outgrowth of group dynamics research. The PI facilitates participants understanding what they are doing to promote or hinder other participants. At any time the PI can stop or interrupt the process to give additional information that is felt would facilitate the learning process. If the dramatization is not progressing in a desirable direction, the PI can alter the situation by infusing the dramatization with new players from the observers or support persons with additional imput or crisis situations. The PI may also stop the action and direct participants to change direction or modify the conditions in the situation.

When the situational dramatization is progressing, the PI may recognize key learning conditions that seem to be missed by the participants as a result of being caught-up in the dramatization. When this occurs, the PI looks for an appropriate time to interrupt (freeze) the dramatization and then help the participants recognize the experiences they just had that could be keys for their learning.

Sometimes during dramatization the role projection becomes so intent by two or more participants that they become engrossed in the role playing. As a result they lose the opportunity to use the situation as experiences to examine their own feelings, concepts, beliefs, and knowledge on the topic under discussion. When this is recognized by the PI, the dramatization is stopped (frozen) to help the

participants recognize the dynamics occurring. When the dramatization is temporarily frozen, participants can either be taken out of role for processing or left in role to react from that role. If left in role during the freeze the PI needs to be aware of and help participants separate themselves from their roles.

The frequency with which the PI temporarily stops the dramatization will vary from time to time. The frequency will vary with the ability of the PI to facilitate the learning or different kinds of learning during discussions better than is being done by the dramatization. Also variance will depend upon the ability of participants to grasp the significance of their experiences.

After having stopped the dramatization, the PI also has the power to start it again. The specific conditions under which the dramatization is to be restarted and the person who is to talk first generally will be identified in the discussion that occurs during the interruption. If not, the PI will identify the person or persons just prior to starting the dramatization again. Determining factors are the situation and the learning objectives to be emphasized. Specific objectives are stated for each of the situations.

With the important functions of the PI, two or more persons may want to co-share the functions during various situational dramatizations. The professor or in-service leader may want to co-share the PI role with one or more of the participants to help them learn how to listen, observe, and interpret cues.

The important point is for the process involver to become exactly that - a process involver who causes all participants to become involvers with the total process. The PI does NOT interrupt the dramatization to give an analysis of the process but rather freezes the dramatization to enable participants to grasp the process and its implications to them, to enable participants to analyze their own feelings and why the dramatization is moving as it is. Using theatrical terminology, the PI makes the dramatization become a backdrop instead of the significant story. The real story is told in terms of what happens to the participants

including observers, what happens in terms of their feelings and thoughts, their attitudes and knowledge gained.

The PI has an important role in the discussion that follows termination of the dramatization. If breaks have occurred frequently in the dramatization, the post-discussion may be minimal.

TECHNIQUES FOR POTENTIAL USE BY PROCESS INVOLVER

The list of techniques possible for process involvers is endless. A few are listed for illustrative purposes. Other techniques can be gained from various sources such as techniques for supervision and for group counseling.

When participants are having difficulty in listening, then restrict non-verbal cues. This can be done by blindfolding all participants or by turning out all lights and making the room totally dark and then asking the participants to continue their dramatization. When the lights had been turned off by a PI at one session, a participant afterwards stated, "People fell out of the roles they were portraying and became real in a different sense."

Another way is to turn one participant around so that others can see him or her, but the individual cannot see them. Another way to restrict non-verbal cues is to place physical restrain on participants such as restricting head movements, have persons sit on their hands, or have persons hold hands. If only one participant seems to be having trouble hearing one other person, then have the two people change roles and exchange their physical positions in the room.

If the participants or part of them seem to be inflexible or have mind set, then try such techniques as moving people who are most opposed to one another's ideas so that they sit next to each other. Or have the participants hold hands or form a circle Or have the opposing people do a role reversal; then have the dramatization continue. Later stop the dramatization to have the two participants analyze what happened, if anything, as a result of the physical changes made by PI and why.

Changing physical conditions within the group often changes the dynamics. Removing or adding a table may change the interaction as well as the seating arrangement, e.g., seated in a circle or seated in church formation with person in charge of meeting up in front of the group, participants seated close together as compared to moving them far apart within the same room, or having one or more of the participants stand at strategic times during his or her presentation. Helping participants experience the effect of change in physical conditions and the effects upon group dynamics can be an important aspect of learning how to work with people.

Chalk-talk can be an effective technique for helping participants grasp what is occurring. While the dramatization is in progress, ask an observer to do the chalk-talk without comment to the group. The chalk-talk will depend on what the PI feels will help the group become more process involved, e.g., socio-metric of the talk showing who talks to whom, talk triggered by whom, acceptance or rejection of ideas by whom. Another chalk-talk that can be meaningful in analyzing the dramatization is an analysis of the dialogue as to feeling level and cognitive level. Or an analysis of suggestions made also can be valuable. People often get caught-up in words or with reactions to one another to the extent that progress in terms of the topic or the group has been minimal or in some cases retarded. The PI can help participants gain in human dynamics and its effective use.

Having participants express feeling is valuable not only to the one expressing the feelings but also to others in grasping the significance of what is happening. For example, when content is being put forth but feelings are not being expressed, then PI can do a series of rapid interruptions with a statement such as "Stop. Don't answer me, just get in touch with your feelings right now. /Pause./ O.K. continue your dramatization from where you were." or "Stop. Don't speak, but how do you feel now that _____ just made his or her statement. /Pause./ O.K. continue your dramatization." After a few rapid interruptions, then have participants begin to share feelings.

Bringing out feelings on both a direct and indirect level can be advantageous. The PI will need to use caution since some participants may be experiencing many feelings but may not be secure enough to have those feelings exposed to other participants. The PI can provide the opportunity rather than giving the command, thus the participant will retain the control over whether or not to express certain feelings. As an observer, the PI can often see participants who are internally generating much feeling but are not openly expressing it. The PI can interrupt the dramatization and say "I get the feeling that some of you who aren't saying much are feeling a lot. Is now a good time to share some of your feelings so the rest of us can better understand how certain behavior can affect others?"

When a dramatization has been continuing for some time and progress seems to be blocked because of opposing views, then PI can interrupt and ask the opposers one by one "Now out of role what would have to be done to get you to change position in role." /Pause for answer after each question./ Then say to all participants "Now that you know some of the things needed to bring progress to the meeting, when we go back into dramatization see if some of you in your roles could facilitate the changes. O.K. go back into role " Thus, the PI may help participants recognize that knowing other's needs and trying to facilitate the fulfillment can increase pace of progress in a meeting From this, participants can learn how homework prior to meeting regarding other's needs may pay off.

When one or more participants massages the ego of another, often the behavior pattern of the person with massaged ego changes, at other times the pattern doesn't change. The PI can facilitate the involvement of the participants in analyzing the processes which cause or do not cause changes and the implications.

Every meeting seems to have its politics. Some are more subtle than others and some are more effective in helping certain role portrayers than are others The PI can interrupt to help the participants examine politics operating, their dynamics and the effects upon different role portrayers

A technique called instant replay can be utilized by PI to help participants grasp the differences in feelings and group behavior when certain factors are modified. For example, if a given role portrayer seems to be narrowly focused, the PI can interrupt and ask one of the observers to take the place of the narrowly focused role portrayer. Then ask the others to go back to a certain point in the dramatization and start again. Then the PI and the individual can observe together. The PI may want to help the individual identify certain aspects during the dramatization as it continues. Another example is when the PI interrupts and asks the group to redramatize that last portion again except using an opposing value structure than was held in the first dramatization. The instant replay can enable participants to gain new insights and to gain the significance of certain points which would have been missed if the replay with a different perspective had not been provided.

The use of video tape recording can be very beneficial to the group. The PI can have the camera operator to focus on certain aspects, and then during interruption have the participants discuss the significance. For example, focus on body language and the use of body to help emphasize feelings and ideas. Many role portrayers will not be aware of their body language or what others are interpreting from it. The video tape can facilitate involvement with the process. Voice tones also could be analyzed by the group.

Projecting is an effective technique for use when a decision is about to be made or a plan of action is about to be implemented. The PI can interrupt and ask each participant to write what the plan or decision will be. Then have participants read these aloud and discuss how and why the recorded plans or decisions differ if they do. What factors might be considered by one and not another role portrayer? Another use of projecting is to interrupt the dramatization and ask role portrayers to fantasize where they perceive the meeting going if continued. What they expect others to do if meeting continues? Or what could have occurred differently that could have produced a significantly different meeting? Then, have the participants discuss the bases for their fantasies

Symbolism has been used very effectively with participants. The use of a small cloth-stuffed monkey to symbolize who has the monkey on his or her back and to whom it is passed has facilitated participants gaining a better concept of how one behaves particularly when under pressure. The PI can move the monkey; or what most generally occurs, the participants will move the monkey. Other symbolism could be used when and where appropriate. For example, Elmer's Glue bottle can symbolize the need for or the getting it all put together; halo ring can be for the person who perceives or is perceived as having done all things correctly; toy dog house can represent the person who has gotten into trouble; and rubber knife can symbolize the person who was stabbed in the back by another member. The symbolism technique is effective with participants who like to grasp the significance of a dramatization without much verbalization or who like to use the symbol as a reference point for later discussion.

Restricting Non-Verbal Clues
- Remove participants visual imput
  - Darken the room
  - Blindfold
  - Have them close their eyes
  - Turn individuals or the entire group around in a manner so that they cannot see each other
- Restrict body movements of one or all participants
- Restructuring the cues by changing the position through role reveral or position switches

Changing Physical Conditions
- Changing the seating arrangement
- Physically structuring the situation to reflect the dynamics
- Placing participants physically to represent their position in the group or having them do it
- Stop action to show body position. Have participants restructure themselves physically as they would like it to be

Expression of feelings

- Try and put participants in touch with their feelings by stopping, focusing on their affect without the need to share and resume process later
- In sharing - try to help participants understand how others are feeling/ experiencing and how they might make contact and change the meeting
- Instant Replay
    - Detach a participant or two and replace with support people or observers to allow the participants to view the previous interchange and experiment with new ways of handling the situation
- Focus on the politics
    - Look at the inplications of power, prestige or pressure on group functioning and either use it to change the situation or have participants focus on it

These are but a few of the techniques the PI can utilize. Each PI will have his or her own techniques that work best. The LORS framework lends itself to most group process techniques with ease.

SITUATION Number 26 (Modified)*

Crisis Situation—People

Title: Confidentiality

Prologue

Screening entries before placing them into school records is advocated by many. The problems come from who is to judge, time necessitated, and means of handling privileged communication. The same kind of problems occurs regarding releasing information plus who has ownership of the information, who decides to whom it is available, under what conditions will it be transmitted, and who is responsible for security once the information is released to another person.

Professional people gain much information about students as a result of the extended and repeated contacts with them. Certainly professional people are expected to interweave the fragmented information, draw conclusions, and act according to the best judgment they can. The questions come regarding to what extent are professional people responsible for recording their opinions and actions? If they do, to whom is the record available? Can another professional person transmit the records? What are the legal and ethical considerations?

As in Situation Number 26, the opinion expressed by a professional person may be challenged by another person on such bases as competency of the professional person in the area in which the statement was made or the person may request objective proof. When questions are raised or suit is filed, who is responsible? What protection does a professional person have? Who is accountable? How can legal and ethical standards be followed and maintain communication?

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*The format and the situation which is modified for the St. Louis program are taken from the book LORS: EXPERIENTIAL TECHNIQUE FOR PROGRAM AND STAFF DEVELOPMENT by Joseph W. Hollis and published in 1975 by Accelerated Development Inc., P. O. Box 667, Muncie, IN 47305.

Situation No. 26 (Modified) Continued

Objectives for Dramatization and Discussions

1. To enable participants to experience a situation that can occur from record entries and transmittal.

2. To "feel" the importance of screening entries, obtaining objective data, and discriminately releasing information.

3. To explore function of consultative services.

Potential Issues

Confidentiality - of records and of client-counselor relationship
Ethics
Conflict of interests
Consultation and loyalty and/or responsibilities to whom

Potential Items to Add to Data Bank

Information, agreements, or material prepared and distributed during or as a result of the dramatization.

Topics for Background Reading

School Records - Transmittal of information to other persons and/or agencies
Screening of School Record Entries
Objective, Supportive Data for School Record Entries
Confidentiality
Legal and Ethics Considerations in School Records
Ethics of consultative practice

References (Complete bibliographical entry given in Bibliography of this book.)

APA Ethical Standards of Psychologists.
APGA Ethical Standards.
Hollis & Donn, Psych Rep Writing: Theory and Practice, pp. 73-94.
Hollis & Hollis, Org for Eff Guid, pp. 179-184 and 196-197.
Peters & Shertzer, Guid Prog Dev and Mgt, Ch. 12, pp. 382-399.
Shertzer & Stone, Fundamentals of Guid, 3rd edition.

Situation No. 26 (Modified) Continued

Type: Crisis Situation—People

Title: Confidentiality

Time: During the month of May

Place: Board room in administration building of the school system

Situation: A teacher had written the words "emotionally immature" on the record of a graduating senior. The student had applied for admission to a private college but was refused. The parents inquired as to why their child was refused admission and were told that the school record contained the "emotionally immature" statement. Consequently, the parents notified the superintendent and the Director of the Mental Health Clinic (where the family had been in therapy) that they were filing charges of liable against the teacher, the school system and the Mental Health Counselor (who is a consultant from the clinic to the school). The parents refused to meet with the School Board members (or their representative) and the Director of the Mental Health Clinic to discuss alternatives.

An emergency meeting was called with the LORS School Board members and the Mental Health Clinic staff to discuss implication of action and the stand to be taken by LORS School System and the Clinic. As an outcome, the superintendent and Mental Health Director asked to meet with the persons involved and with persons who may assist in the situation.

Person Calling Meeting: Superintendent of School

Participants and Specific Roles to be Portrayed

Superintendent
Teacher: Female, age 30, tenured. Made the note on the record.
Lawyer for school system
School Board Member: Knows the parents and the student and dislikes them.
Director of the Mental Health Clinic: Been Director for five months having come from a clinic in another state.
Process Involver
Process Analyzer
Audience will participate in roles assigned by process involver

PREPARATION SHEET--Siutation No. 26 (Modified)

Title: Confidentiality

Name_____

Role you are to portray_____

Directions: In preparation for portraying the role you will have, read one or more of the references listed and then complete the following. You also may want to read other sources. When your comments are from or can be supported by a reference source, identify the comment(s) with the specific reference

1. List the potential solutions or suggestions for action that you might offer in the role you are portraying.

2. If you were in charge of entries for school records regarding students, what guidelines would you want to use to protect student, person supplying information, school system, and yourself? What bases do you have for your guidelines?

3. If you were a Director of a Mental Health Clinic what guidelines would you use in initiating consultative services in the community and what bases do you have for your guidelines?

4. What responsibilities does the Mental Health Clinic have to protect the employee in such cases? What responsibilities does the school system have? What are bases for your answer?

5. To whom does the consultant owe primary responsibility - the employing clinic/school system or the individual client(s)?

SIGNIFICANT HAPPENINGS Your Name_____

Resulting from Situation No. 26 Date_____

NOTES REGARDING DRAMATIZATION: As the dramatization unfolds or shortly afterwards, make notes on significant happenings as you perceive them.

V.	Significant happenings—act, words, or attitude exhibited
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IMPLICATIONS: After the dramatization and discussions are completed, identify by placing 1, 2, and 3 in rank order the significant happenings to you out of all the happenings identified above.

In a few words write the implication to <u>you</u> for <u>each</u> of your top two (2) to four (4) significant happenings.

PERSONAL GAIN: In capsule form, identify what you gained from preparation, dramatization, and discussion of the situation.

PERSONAL REACTIONS OF FORMER STUDENTS

"I enjoyed the total involvement of all my senses in the LORS approach to learning. I thought, felt and acted in the learning process. I enjoyed the variety and freshness of experience. In each situation I had a different perspective, requiring contrasting expectations, preparation and feelings."

"Administrative principles had seemed rather abstract to me. Through LORS, I became aware of their applicability and relevance to me as a counselor, educator, and administrator. The role simulations pointed out the multilevel, complex communication network which establishes itself during content meetings. The manner in which the dramatizations never come to resolution was most effective in changing my perceptions of group interaction; I no longer feel a win-lose bind, or power versus helplessness in attempting to meet my objectives in such situations. I have been able to integrate these new skills in my daily routine and I find that LORS is an ongoing process for me."

"One of the keys to effective learning through LORS is the necessity to integrate material, information - the cognitive content - with the varied and unique affective experiences resulting from the simulations. I feel I've gained a broader repetoire of perspectives which will and has served me well outside of class. In role-playing, quite often, the situation changes spontaneously, requiring one to change my character within the given framework. In so doing, I experience new ways of possibly reaching resistant or hostile group members of the situations. I have thus learned new behaviors such as alternatives to confrontation, in organizational meetings.

Another feature of LORS is the progressive continuity of the situations. This develops greater depth in the role-plays. The utilization of past learning and

application, on a continuing basis, helps integrate the information and affective learning as part of the individual rather than something relatively external to them. The application of principles is more difficult and complex than the mere understanding of them. To me, this is the real beauty of LORS as a learning model - the opportunity to integrate cognitive and affective learning in practical, real life situations. Many of these situations are ones I would have avoided for various reasons. I no longer consider routine administrative meetings as a necessary source of boredom, but rather an opportunity for personal and professional growth. I have learned that I can contribute to that potential."

"Throughout my preparation as a psychotherapist and counselor educator, I have had numerous courses dealing with theories, techniques and dynamics. The academic and experiential components of my education have been equally emphasized in general, but not always simultaneously. LORS provides a synthesis of teaching/learning models incorporating both components. For me, this program has allowed for the most efficient, effective and comprehensive learning of my education. I was able to continually apply, integrate and build upon past knowledge with new input and skills. The LORS program let me function as a student, teacher, counselor/administrator all at once, so I have a broader sense of my competencies and capacity in these varied roles. I gained greater insight and a more global perspective of issues relating to our field. Perhaps the most unexpected result of LORS personally has been the influence on my career planning and the basic structure of LORS allows for development in this area regardless of individual vocational goals."

"Learning through the participant/observer method of LORS has been a very unique experience. I've reinforced my counseling skills while acquiring and applying administrative skills.

As the situations evolved, I became more aware of the continued movement of Gestalt formation/destruction as different facets of group personality developed.

It seems that I tuned into specific themes in each dramatization. Some of the insights to concepts I've experientially explored as a participant/observer are as follows:

- interpersonal conflict is not necessarily negative
- power can be lost by trying to use too much of it
- "crisis" situations are often primary times to develop new programs or policies
- individuals may be on the same side of an issue with opposing reasons and concerns and still function effectively and positively together
- adhering only to my objectives in a meeting can be very limiting and self-defeating
- attending to the effects of change on individual group members helps me to anticipate reactions to change which in turn helps me to prepare effective strategies ahead of time to effect positive action in groups."

POTENTIAL APPLICATION OF LORS TECHNIQUE AS STATED BY FORMER STUDENTS

"I see LORS teaching method being useful in a number of different settings. It is an excellent tool in counselor education for teaching administration of a guidance program, pupil personnel services and community mental health services. With some modification, LORS may be useful for a group dynamics and techniques class as well as facilitating group decision-making and problem solving skills. LORS is a powerful method of exploring issues and the legal and ethical aspects of counseling; and surpasses the seminar approach by providing realistic involvement and application. Counseling students in practicums can gain a more comprehensive view of the field.

LORS would also be appropriate for in-service training in schools, consultive firms, mental health clinics, social agencies, and parent groups. It provides experiences and different perspectives for the participants in dealing with crucial issues which may concern their particular situation."

"LORS lends itself as a teaching/learning model for any occupational setting and multiple educational goals. The potential is unlimited due to its flexibility and developing uniqueness with each group. I believe an entire masters program in counselor education could be developed around LORS with some modifications. Core competencies could be built into series of situations with extended time for processing and chalk-talk. Specific content could be covered developmentally while at the same time allowing for individual areas of specialization. I believe such a program could broaden the levels of expertise of students and narrow the gap between practitioners/therapists and educators.